Let's Look at the Record!

The High School Preparation of 1124 University of Kansas Freshmen

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FOREWORD

Much criticism has been leveled recently at the American public high school for its failure to provide training in the so-called traditionally "solid" subjects. Rather than take part in a verbal battle which has already produced more opinion than fact, Dean Smith chose to examine the high school transcripts of all those freshmen entering the University of Kansas in September, 1956, who had graduated from a Kansas high school the preceding June. His study reports the extent of high school training for 1124 students from 263 different high schools in English, foreign languages, mathematics and science.

Faculty members of the University of Kansas and of the high schools throughout the state, as well as all the patrons of the public schools, will find the answers here to many questions they have been asking about the high school preparation of Kansas youth. Educators from other colleges, both in Kansas and other states, will find the data supplied here of great value for comparative purposes.

We are happy to present this report as an issue of *Kansas Studies* not only because it is of timely interest, but because it provides a comprehensive, unbiased picture of the high school training of such a large number of Kansas youth.

THE EDITORS

Table of Contents

	PAGE
PART I: INTRODUCTION	1
PART II: DESCRIPTION OF HIGH SCHOOLS REPRESENTED AND DISTRIBUTION OF STUDENTS	9
PART III: ENGLISH	14
PART IV: FOREIGN LANGUAGES	16
PART V: MATHEMATICS	19
PART VI: SCIENCE	20
PART VII: SUMMARY AND CONCLUSIONS	22
APPENDIX: TABLES 3-50	24

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PART I

Introduction

Ever since man first tried to organize knowledge for presentation as a teaching-learning experience, an attempt lost in the dim past of unrecorded history, criticism has been leveled at both the teacher and the learner and, in addition, at the *selection* and *arrangement* of subject matter—those two ever present choices which face all curriculum makers. Choice of subject matter has been required of the elder members of every civilization whether they met in dim ages past to discuss the education of their young people in the caves of Southern France, in the law courts of London in the early 1700's, in the Council at Moscow in the middle 1950's, or in the office of the local school board in your town last evening.

There can be no doubt but that even in prehistoric societies many of the same questions vexed those who were responsible for "schooling" as are faced by the citizens of our own age. From our vantage point it is possible to look back at the "good old uncomplicated days" and sigh for their return, but the writer hazards a guess that the complications of those "uncomplicated" days were as difficult for those living then as are the problems facing our own generation.

Educational programs in any society and at any stage of history reflect, with a universal "lag," the philosophy of the society in which they exist. Most people will agree that to all intents and purposes the schools in a society are designed to turn out young people who will fit into the general framework of adult activities in such a way as to continue the established patterns of the society *and* improve the cultural and/or business and professional *milieu.*

The schools of Britain, for instance, based as they have been on the great "public school," or the Oxford and Cambridge traditions of social class on the one hand and the free County Council terminal education on the other, are products of a society which until recent years was characterized by a "class" system. In spite of scholarships for superior students, the Labour Party of Britain has been cognizant of and opposed to this pattern for some time.

The French and German schools through their systems of examinations and scholarships have also solidified a dichotomy in educational programs which to a great extent illustrates a ruling class versus a non-ruling class pattern.

In most European countries the place of a youngster on the educational ladder is decided early. By examination or social or economic position, a child is channeled into education for "leadership" or for "followership" before he reaches or just after he enters his early teens. Many efforts have been made, it is true, to ease the transition between the "college preparatory" program and the "folk school" routes in these countries, but the social patterns in which the educational systems exist have set the framework in fairly rigid fashion. In social systems where the "upper classes," either socially, economically or intellectually, are the "chosen people," the main emphasis of the school system will be upon the needs of their children. By and large, this is also a certain guarantee that the educational content of the "higher level" programs will be set in a traditional pattern. Changes are slow in any educational program but in such stratified patterns they are usually slower in the upper strata.

Education for the "non-leaders" in such societies is almost without exception described as "vocational" or "terminal" or "non-professional." In these systems a child is condemned at an early age, so many feel, to a position of second-rate citizenship. Outstanding examples can be pointed out to show that certain individuals have achieved posts of considerable importance without going the route of the "old school tie" but, as yet, these *are* exceptions.

Ex-President Conant of Harvard and many other students of European education have pointed out that in Europe the universities as well as the lower schools are being studied very thoroughly by the leaders in each country. In many instances they feel their systems need the democratization found in the educational systems and patterns of the United States. They, of course, will continue to hold fast to what they consider to be the values of their present programs. Someone has

stated recently that if we wish to "re-do" our universities to be more like the European models, we should hurry, for they are becoming more and more like American universities each day. Such re-doing, as Dr. Conant points out, would have to begin with the abolition of our liberal arts colleges, which have developed here as a link between a people's secondary school and the professional colleges.

The educational system in the United States has been the result of one of the greatest experiments in recorded history. And from the point of view of history, the experiment is still in its infancy. The year 1492 is but yesterday evening in the story of Britain or France or Germany and 1776 is but this morning.

To this continent the founding fathers brought the education and the educational systems of their previous societies. The Boston Latin Grammar School and Harvard College were replicas of the Eatons, Harrows and Oxfords of those days. The staff members in the early American schools and universities were educated in parallel institutions in Europe and then, as now, it was difficult not to teach as they had been taught. In addition, the student bodies were similar to those in Europe, for they were in training for the professions and were considered to be, *á la* their European contemporaries, headed for positions of "leadership."

Those who did not pursue secondary or higher education were not necessarily of lesser academic ability; but they were, for the most part, busy, after little or no formal schooling, opening up the new country.

The history of education in this country is familiar to most people. It has been characterized by steady progress from experiment to experiment, in which, in many cases, the society, not the school leaders themselves, has forced changes related directly to parallel movements in the social or intellectual life of the nation.

The Latin Grammar School program, composed chiefly of Latin and Greek, was offered in a school which charged fees far beyond the reach of the son of the common man. It held the barricades for "eternal verities" against the ever-growing impact of the democratic concepts being developed in a land of frontiers. As in such battles, the defenses held; but the defense became a "pocket of resistance" and was by-passed. A new school, the Academy, was established. It was also a tuition school and for boys only. It, too, kept a Latin and Greek department, but it added a parallel English curriculum which included courses in English, mathematics, some history, and at a later date, some science. The impact of the society in which the academies

existed, forced still more changes and at the turn of the century it, too, was fighting a rear guard action against the encroachment of the still more democratic ideals which led to the establishment of the cosmopolitan public high school.

The public high school was free for all children, boys and girls alike. It, too, held firmly to a college preparatory program in the tradition of its predecessors. The college preparatory pattern was adapted, however, in spite of opposition, to a more "modern" approach with many internal adjustments which included the dropping of Greek, the addition of more science, mathematics and history and the requirement of English of everybody. In addition to the revamped college preparatory program, there were new offerings in vocational and technical fields. Music and art, considered now by many to be a vital and integral part of our cultural heritage, and as vital in the educational process as many more traditional fields, were included in the offerings. Vocational agriculture and vocational home economics were sponsored and developed under the direction of the federal government through congressional acts and subsidies. And, in these new schools as in the old, always the pressures of the times made themselves felt. A prime example of such pressure might be the impetus given to programs in physical education by World War I. An example of negative pressure might be the death blow given to the study of German in the high schools during the same period. The violent effect of such pressures can best be exemplified by the fact that the study of German has not yet recovered in 1958 from the blow dealt it in 1917 and reinforced in 1941.

Many examples of the "democratization" of secondary education in the United States can be cited by the reader of this study as he looks back into his own experience in public education.

While these changes were going on in secondary education, equally significant ones were paralleling them in the colleges and universities. The traditional, private and non-coeducational colleges and universities are still in existence and, in fact, still fill an extremely important place in higher education in the United States. The great "free," coeducational state universities and colleges have, however, become a strong and firmly established part of the culture of the United States. Programs considered by "traditionalists" as being unfit for academic halls have long been established in many areas. And in all fairness, it should be stated that many such programs were added under heavy pressure from "outside groups." Certain programs in

dairy and farming states are found in their colleges and universities because of the desire to be of service to the constituents. In fact, one of the reasons for the establishment of the Land Grant Colleges can be found in the external pressure of groups outside of higher education. In reality the question of "pressure" and "service" is in the same category as that of the chicken and the egg. One is always asked which came first. When institutions are established and dedicated to service, there is a shadowy borderline between "pressure" and "service."

Art and music in Schools of Fine Arts, Schools of Home Economics, biological science departments and cross-disciplined departments of all kinds have become an integral part of higher education in the United States after serious study by the higher educational institutions themselves.

In addition, many experiments in "general education" from the General College of the University of Minnesota to "non-specific" majors in other institutions have been tried in the colleges and universities.

All of these activities have been superimposed upon a traditional framework, and the problems of coordination within higher education itself have been legion. The problems of articulation with the high schools have not been eased by the revamping and changing of programs in the colleges and universities.

As in the secondary schools so in the colleges and universities there have been internal skirmishes between the new and the traditional and frontal attacks one upon the other, the new being first on the defensive and then on the offensive.

The changes discussed in the past several pages were going on in both lower and higher education during a period when the society in which the schools were surrounded was changing rapidly. Even in his day, Benjamin Franklin noted that it would be well to teach in school all things that were "useful." But, to paraphrase Franklin, art is long and time is short, so it is necessary to study those things which are "most useful."

It is the establishment of the category of "most useful" which has been the source of trouble for curriculum builders since the dim past, and no doubt will be the source of trouble for them into the distant future.

At this point a factor of great impact on the schools should be mentioned. Professional leaders in elementary, secondary and higher

education in all countries have dedicated themselves for generations to a constant study, evaluation, and improvement of their programs. In varying degrees, depending upon the subject matter areas involved, pressure has been put upon the schools by these professional workers. Long, complicated and highly controlled studies have been produced in all countries in the elementary and high school fields of reading, spelling, arithmetic, and science, to name only a few. Studies have been and are being made in areas of subject matter content as well as in method. In higher education, attempts have been made to measure the effects of size of class on the knowledge imbibed and to determine the relative merit of procedures such as the use of radio and television in the various teaching areas, again to name only a few.

Probably no group of professional workers could match the zeal of the teachers and administrators of our primary, secondary and higher schools in the improvement of the education being given our youth. The fact that the large majority of them have remained in their positions would seem to prove their dedication during the present period of recrimination.

European educators are being severely criticized for *not* expanding the base of instruction and higher education to other than those in the upper strata of society and for not presenting subject fields far removed from traditional patterns. Some critics have forgotten there, too, that examples exist of real and forward-looking programs which reveal intelligent and meaningful progress toward those goals. And in the United States many strides have been taken in the development of programs for students with superior academic equipment. Many school systems have in the past cooperated with colleges and universities in deepening and expanding opportunities for students gifted in academic ways, and many more are doing so now.

The future for professional men and women in teaching and administrative posts in elementary, secondary, and higher education in both Europe and the United States appears to be filled with common problems and trials. In Europe the program ahead seems to be to "democratize" while still holding on to the best in the "traditional" system; that in the United States, to "traditionalize" while still holding on to the best in the "democratic" sytsem. In all parts of the world these particular and peculiar problems cannot be solved without much soul searching and undoubtedly the generating of much heat. In both Europe and the United States, changes of such magnitude cannot be accomplished without the sympathetic understanding of all members of society.

In the United States the entire problem is magnified by the lack of national, regional or state control of education. With this decentralization, the majority of those familiar with democratic patterns and practice are in complete accord. It is indigenous to American democracy, and if the battle lines which were drawn during school consolidation movements are any indication, it will be a long time before the local communities relinquish their "right" to run their schools in their own way.

The plight of the local superintendent of schools in the United States is best illustrated by the statement that when a superinendent of schools is one jump ahead of his community and school board (where he ought to be), he is exemplifying commendable professional leadership. When he is three jumps ahead, he is being chased.

There is no doubt that we would still be in a state of constant evaluation and slow change in all of our American schools if someone had not pushed a button early one dawn of 1957 somewhere in Russia which triggered the chain reaction that is still developing. Up until that moment, criticism of the American public schools had been heavy, which is wholesome according to those "inside" the schools and those "outside." Came that dawn, however, and everyone, both inside and outside of education began fighting to "get into the act." Everyone suddenly became an expert in the matter of school curriculum. No holds were barred in the discussions which followed and no level of education was exempted. In many cases, rather profane and extensive discussions were carried on to prove that certain data showed that the schools had failed to save or had saved the life, honor, or destiny of this country. Neither side in the controversy is blameless, for in the heat of the moment all have made many charges and countercharges based on subjective opinion alone. Especially vociferous have been the critics who claim that "solid" or "traditional" subjects are no longer taken by pupils in high school. It is on that topic that the data reported in this study have special bearing.

It must be remembered in this connection that the American secondary school has two functions. One is college preparatory and one general or non-college preparatory. Both are enmeshed in the overall purpose of turning out citizens for our democracy.

Most persons will also understand that the courses taken by all students in high schools will be a combination of the courses pursued by the college preparatory group of students and those pursued by the non-college preparatory group. Some will be courses which are taken

by both, some will be taken almost exclusively by one group or the other.

It is also logical, well-known, and demonstrable that, certainly as far as the University of Kansas is concerned, very few students in the lower half of their high school graduating classes go on to college. Extremely few of the lower quarter of high school graduating classes even consider college, and few of those who do, ever go. Data from the other large state colleges and universities reveal substantially the same facts.

It is also known that boys in high school and in college and university, too, for that matter, just because they are boys for one thing, are interested in and take more courses in certain subject fields than do girls, and vice versa.

It has always been the case that more students preparing for entrance to engineering colleges, for instance, have always tended to lean more toward mathematics and science than do the girls planning to enter the School of Fine Arts to major in music.

It is hoped, then, to use this short, sketchy and discursive discussion of background as a springboard for a look at the record. A study of the background of high school instruction brought to the University of Kansas by the incoming freshmen from high schools of the State of Kansas should give objective information of interest to all. These high schools are examples of high schools all over the nation which, although adjusting to many changes, have held fast to some basic, traditional offerings. The record should show the real picture.

This study will not present a defense or a critique for any level of education. It will not suggest a cessation of criticism of the public schools, for only through free and open discussion and intelligent positive criticism can the ideas, interests, needs, and wants of the public be made known. In fact, the writer guarantees that he will be in the front ranks with the critics who present positive evidence of need for change in the public schools consistent with our basic platform of democracy.

This report is written for the people of Kansas in general and for the staff of the University of Kansas in particular. It is an attempt to strike a blow for freedom—freedom from ignorance—freedom from accepting subjective statements and misleading data as to what the high schools of Kansas are or are not doing for the young men and women of Kansas who are preparing for admission to the University of Kansas.

Many of the trends presented are known to those who have worked on the college and university levels or in the high school. Specific data, however, would perhaps be of interest to all on the staff of any college or university which receives large groups of incoming freshmen from the secondary schools of any state.

This study was launched to uncover the facts about what academic subjects the students coming to the University of Kansas actually bring with them from high schools. By chance, the incoming freshmen class of September, 1956, was selected for this study. The subject areas selected for review were English, foreign languages, mathematics, and science. These, of course, are the "traditional" fields. The data were obtained from the official transcripts of high school credits as transferred to the records in the Office of the Registrar at the University of Kansas.

It is hoped that this study will present a factual basis on which to discuss the academic "state of the nation" in the high schools of Kansas at least so far as the students who come to the University of Kansas from those schools are concerned.

It should be remembered that these records show the pre-SPUTNIK picture. It seems safe to assume that the post-SPUTNIK pattern would be even more "traditional" in nature.

PART II

Description of High Schools Represented and Distribution of Students

The incoming freshman class of September, 1956, at the University of Kansas was made up, as has been the case for many years, of all the graduates of accredited Kansas high schools who wished to begin their college careers at the University of Kansas the following September. No admissions "standards" are applied to these students or to those who apply from states outside of Kansas. Out-of-state applicants who obviously are extremely poor college risks are severely discouraged and have been generally refused admission.

There were 1,644 freshmen admitted in September, 1956, of whom 1,124 came directly from Kansas high schools as graduates of the preceding June. The balance of 520 were either out-of-state applicants or had graduated prior to June, 1956, either from in-state or out-of-state high schools. The 1,124 enrollees are the group considered in this study.

The main point to note is that the 1,124 students were not selected in any way, *except as natural selection operates.* It is known from studies in states such as Minnesota where state-wide high school testing programs are in operation that, on the average, a slightly superior group of students, academically speaking, choose the large state college or university. This is free choice, however, and it in all probability affects the student body in the freshman class at the University of Kansas as it does at other large schools.

It should also be stated that the high schools of the State of Kansas are approved and accredited by the Office of the State Superintendent of Public Instruction in Topeka, Kansas.

Kansas High Schools Represented in This Study

The distribution of Kansas high schools represented by the 1,124 graduates who were incoming freshmen at the University of Kansas in September, 1956, is presented in Table 1.

In order to make some comparisons of subject credits presented by freshmen from various sizes of high schools, the 263 schools involved were divided into five groups.

Group I included those schools, mostly very large, which sent more than 10 freshmen. These schools all had a 250 enrollment or over. This group sent 563 students or 50% of the total.

These 16 high schools were Atchison, Great Bend, Highland Park (Topeka), Hutchinson, Lawrence, Leavenworth, Neodesha, Ottawa, Russell, Salina, Shawnee-Mission, Sumner (Kansas City), Topeka, Turner, Wichita East and Wyandotte (Kansas City).

Group II was composed of all those high schools which had 250 or more enrolled in 1955-1956, with the exception of those schools in Group I above. Groups I and II both had over 250 enrollments and perhaps could have been combined, but it was interesting to see that approximately 50% of the total student group came from Group I. Because of this fact, the two groups were separated. For later comparisons in this study, Groups I and II will be discussed as a single group from time to time.

Group II sent 244 students or 22% of the total. The 62 high schools in this group were Abilene, Altamont, Argentine (Kansas City), Arkansas City, Augusta, Baxter Springs, Bethel (Washington Rural), Chanute, Clay Center, Coffeyville, Colby, Columbus, Concordia, Dodge City, Effingham, El Dorado, Emporia, Eureka, Fort Scott, Fredonia, Galena, Garden City, Garnett, Goodland, Haskell (Lawrence),

Haydon (Topeka), Hays, Hoisington, Independence, Iola, Junction City, Kingman, Larned, Liberal, Lyons, Manhattan, Marysville, McPherson, Mulvane, Newton, Norton, Olathe, Osawatomie, Paola, Parsons, Phillipsburg, Pittsburg, Planeview (Wichita), Pratt, Rosedale (Kansas City), St. Agnes (Kansas City), St. Joseph Military (Hays), St. Mary's (Wichita), Scott City, Seaman (Topeka), Ulysses, Valley Center, Ward (Kansas City), Wellington, Wichita North, Wichita West, and Winfield.

Group III was made up of 45 high schools with enrollments of 150 to 249. This group sent 109 students or 10% of the total. The schools were Andale, Anthony, Atwood, Belleville, Beloit, Burlington, Caldwell, Caney, Chapman, Council Grove, De Soto, Dighton, Ellis, Girard, Haven, Herrington, Hiawatha, Hill City, Hillsboro, Holton, Hugoton, Kinsley, Lincoln, Lindsborg, Marion, Nickerson, Oberlin, Osage City, Osborne, Plainville, Riverton, St. Joseph's (Shawnee), Sabetha, St. Francis, St. John's (Stafford), St. John's (Shawnee), St. Mary's of the Plains, Smith Center, Stafford, Sterling, Stockton, Washburn, Wakeeney, Wamego, and Yates Center.

Group IV was composed of 83 high schools with enrollments of 70 through 149 students. This group sent 136 students or 12% of the total. These schools were Alma, Almena, Arma, Baldwin, Belle Plaine, Bird City, Blue Rapids, Burlingame, Burrton, Centralia, Chase, Chetopa, Cimarron, Clifton, Cunningham, Delphos, Downs, Elkhart, Ellinwood, Enterprise, Erie, Eudora, Fairview, Gardner, Glasco, Halstead, Hanover, Hazelton, Highland, Holyrood, Hope, Horton, Kincaid, Kiowa, Lakin, Lebo, Leonora, Leon, Little River, Logan, Louisburg, Lyndon, Mankato, Marquette, Mayetta, McLouth, Meade, Melvern, Miltonvale Wesleyan, Minneapolis, Moran, Mt. Hope, Natoma, Ness City, Onaga, Oskaloosa, Overbrook, Palco, Parker, Pawnee Rock, Peabody, Perry, Pomona, Pretty Prairie, Rossville, St. Mary's (Pittsburg), St. Paul, Santanta, Sharon Springs, Spring Hill, Syracuse, Tonganoxie, Troy, Uniontown, Washington, Wathena, Waverly, Weir, Wellsville, Wetmore, Whitewater, Williamsburg, and Wilson.

It should be remembered that the median-sized high school in Kansas is about 70 students. Group V, being made up of 57 high schools with enrollments of below 70, represents in enrollment the lower 50 per cent of all high schools in Kansas.

The 57 high schools in Group V sent 72 freshmen or 6% of the students in this study. The high schools were Admire, Auburn, Basehor, Bennington, Bentley, Bern Rural, Bison, Bloom, Brookville,

Burdett, Burdick, Clayton, Courtland, Edgerton, Ford, Haddam, Hamilton, Hamlin, Hardtner, Hartford, Herndon, Hoyt, Irving, Isabel, Jewell, Kansas City College and Bible School, Lecompton, Lincolnville, Linwood, Longford, McDonald, Michigan Valley, Milford, Montezuma, Morganville, Mullinville, Netawaka, Nortonville, Paradise, Park, Powhattan, Prescott, Princeton, Quenemo, Randall, Robinson, Roxbury, Seneca, Soldier, Summerfield, Tescott, Toronto, Westphalia, Wilmore, Winona and Woodston.

All data on enrollments of high schools in 1955-1956 were taken from the reports of the Office of the State Superintendent of Public Instruction, Topeka, Kansas.

Table 1 should read as follows: of the students in Group 1, 337 were men (60% of the total in Group I), 226 were women (40% of the total in Group I) and the total in Group I was 563 enrollees. The 337 men made up 47% of the total men in all size groups; the 226 women made up 55% of the total women in all size groups. The total of 563 enrollees made up 50% of the 1,124 students in the study.

The other lines and columns are read in a similar manner.

TABLE 1

Distribution of Kansas High Schools Represented by 1124 Graduates Who Were Incoming Freshmen at the University of Kansas in September 1956

		Men		Women		Total
		Number	Percent	Number	Percent	Number
GROUP I (16 high schools) High schools sending more than 10 graduates. All over 250 students.	Number	337	60%	226	40%	563
	% of Grand Total	47%		55%		50%
GROUP II (62 high schools) Over 250 students.	Number	161	66%	83	34%	244
	% of Grand Total	23%		20%		22%
GROUP III (45 high schools) 150 through 249 students.	Number	66	61%	43	39%	109
	% of Grand Total	9%		10%		10%
GROUP IV (83 high schools) 70 through 149 students.	Number	94	69%	42	31%	136
	% of Grand Total	13%		10%		12%
GROUP V (57 high schools) Below 70 students.	Number	53	74%	19	26%	72
	% of Grand Total	8%		5%		6%
GRAND TOTAL (263 high schools)	Number	711	63%	413	37%	1124

It seems that a trend is established in Table I that approximately ¾ of the incoming freshmen come from schools enrolling 250 students or more with 50% of the total coming from the 16 large high schools which send more than 10 freshmen each.

For this incoming group of freshmen, higher percentages of women come from the larger high schools than from the smaller in comparison with the number of men from the same size high schools. Conversely, in the smaller high schools more men come in proportion than women in the schools of the same size group.

Percentages of High Schools in Each Size Group and Enrollments Involved

Table 2 is included to present the percentages of schools in each size group and the percentage of incoming freshmen coming from high schools in each size group.

It will be noted again that 72% of the enrollees came from high schools with 250 or more enrollment. From approximately ⅓ of the high schools (30%) come about ¾ of the incoming freshmen (72%).

Table 2

Sizes of Kansas High Schools from Which 1124 Incoming Freshmen to the University of Kansas Came in September 1956 and the Number of Students Included in Each Size Group

	Number of Schools		Number of Freshmen	
	No.	% of Total	No.	% of Total
Group I - Kansas high schools sending more than 10 freshmen September 1956. All 250 enrollment or over.	16	6%	563	50%
Group II - Kansas high schools enrolling 250 or more students in 1956. (excluding Group I schools.)	62	24%	244	22%
Group III - Kansas high schools enrolling 150 through 249 students 1956.	45	17%	109	10%
Group IV - Kansas high schools enrolling 70 through 149 students 1956.	83	32%	136	12%
Group V - Kansas high schools enrolling fewer than 70 students 1956.	57	22%	72	6%
Total	263		1124	

Size of High School from Which Graduated and Division of the University of Kansas in Which the Incoming Student Enrolled

Tables 3, 4, and 5 present data as to the size group of high schools from which the incoming freshmen graduated and the division of the University of Kansas in which they enrolled. These tables and all tables following may be found in the Appendix beginning on page 24.

It is interesting to note that except for women in Fine Arts (Table 4) no set pattern seems to emerge. In the case of this incoming class, proportionally more women enter Fine Arts from the larger schools than from those schools enrolling less than 70 pupils.

Limitations of Data

The data collected in this study are limited to the high school units (years) of credit which the 1,124 incoming freshmen presented in English, foreign language, mathematics and science. Space did not permit the development of data in other areas. The four areas chosen for this study were picked because of their important place in the "traditional" sequence of college preparatory courses.

The materials will be presented by subject fields.

PART III

English

Two sets of tables have been developed to show the units of credit presented by the incoming freshmen in English and related fields. The first set is based on the combined number of units of high school credit in English, speech, dramatics, debate or journalism which appeared on the transcripts of the high school graduates. No percentages were computed when there were less than 50 students.

Tables 6, 7, and 8* present the number of high school units of credit earned by the incoming freshmen in all English combinations. For the 711 men (Table 6) it will be noted that approximately 70% in the high schools enrolling 250 or more students (Groups I and II combined) had earned four or more years of combined English credit—in the smaller schools (150-249 students) only 59%—in the still smaller schools (70-149) only 52%—in the smallest schools (below 70 pupils) only 40%. It seems clear that the men students had smaller

* Tables 6, 7 and 8 are located in the Appendix, pages 27-29.

quantities of English course work in the smaller high schools. The same trend is shown for men and women together in Table 8 where the percentages drop from approximately 73% (Groups I and II combined) to 68 % to 54% to 46%.

It should be noted that 63% of the men had four or more years of English combinations while 78% of the women were at that level. This is undoubtedly due to sex differences in interests and to off-setting heavier loads in mathematics in the case of men where the emphasis is reversed with men outreaching the women.

The number of students taking more than four years shows, at least for the larger schools (Groups I and II combined) where supplemental courses in debate, dramatics, journalism and speech are available, that in total 216 students earned fewer than four years of English combinations but 260 earned more than four years of English combinations.

It is obvious from the tables that the smaller schools do not afford opportunities in subject matter areas which supplement the regularly titled English courses.

Tables 9, 10, and 11* reveal the effect prior planning for enrollment in college schools and divisions has on high school work taken as well as well-known sex differences in choice of subject fields. In Table 9 it is seen that for men who entered the College of Liberal Arts and Sciences 73% had four years or more of English combinations in high school, while of those entering the School of Engineering only 54% had as large a background.

There were more students entering the School of Fine Arts (Table 11) presenting four or more years of English combinations than there were entering the College of Liberal Arts and Sciences (79% to 75%) although the reverse was true for students presenting five or more years of English (16% to 27%).

Again, it should be pointed out that for those entering the College of Liberal Arts and Sciences (Table 11) 158 students had less than four years of English combinations, but 226 had more than four years. In the School of Engineering this imbalance is in the opposite direction —159 to 52.

In the total student population there were 352 students who had less than four years of English combinations and 310 who had more.

Anticipating a desire on the part of some of the readers of this study to see the figures for units of credit in courses designated as

* Tables 9, 10 and 11 are located in the Appendix, pages 30-32.

English only—not including in the total units of credit in such supplemental fields as debate, speech, dramatics, journalism, etc.—Tables 12, 13, 14, 15, 16, and 17* were included in the study. These tables are read in the same manner as Tables 6, 7, and 8 and Tables 9, 10, and 11.

With a few variations the same trends are noticeable as in the earlier tables on English combinations.

The same decrease (Table 14) from the larger high schools (Groups I and II combined) to the smaller schools in the number of students is found for four years of English only—59% to 33% to 39% to 26%. The figures for students presenting only three years of English shows 71% in the smaller group of high schools (Group V) down to 32% for the schools in Groups I and II combined.

The data in Table 17 reveal larger percentages for those entering the School of Engineering (51%) having three years of English only than for those entering the College of Liberal Arts and Sciences (35%).

Tables 18, 19, and 20* are included to allow the reader to observe the frequency of English combinations presented by the incoming freshmen. Again, it might be well to point out that those having large numbers of credit in English combinations are, by and large, from the schools enrolling 250 or more pupils.

To ascertain any trends concerning types of schools sending students to the University of Kansas with less than four years of English, Table 21* was developed. As to the schools themselves, it seems safe to state that in no single size group is there a lack of rather general distribution of such cases. All groups have at least 50% of its schools represented (Group III has 49%). Group I with 94% is out of proportion due, perhaps, to the smaller number of schools involved, the far greater choice of other subject fields available for selection and the greater number of students included in that group than in the smaller size groups.

The data on the percentage of students who had less than four years of English combinations show an increase from 24% in the larger schools in Group I to 53% in the smaller schools in Group V (Table 21).

PART IV

Foreign Languages

Foreign languages offered in Kansas high schools follow, in quantity at least, the national trend. The smaller high schools offer

* Tables 12-21 are located in the Appendix, pages 33-42.

little, if any, language and seldom, if ever, offer more than two years of one language or two different languages. It is in the larger high schools only where opportunities exist for the students to choose among foreign languages and where students can generally persist in the study of one language for at least two years.

The relation of size of high school to amount of foreign language taken can be seen clearly in Tables 22, 23 and 24.* The students from high schools in Groups I and II combined (Table 24) show an average of 43% taking two or more years of a foreign language. In Group III the percentage is 12%; Group IV, 5 %; and Group V, 8%. For those taking no foreign language, Groups I and II combined average 34% with Group III having 69%; Group IV, 81%; and Group V, 82%.

Differences in amount of foreign languages taken by men and women are equally revealing. In Groups I and II combined, where numbers are sufficiently large for clear comparisons, the average of the two groups shows that 56% of the men had one or more years of foreign languages compared with 81% of the women. For two or more years, it is 35% for men and 55% for women. In Groups I and II combined, 43% of the men had no foreign languages compared with 19% of the women. The relation of size of high school and the sex of the student is clearly reflected in the amount of foreign language taken.

The comparisons between divisions of the University of Kansas in which the incoming freshmen enrolled gives almost as significant distinctions as do the comparisons between size of school. It is obvious from Table 25* that men entering the College of Liberal Arts and Sciences, 54% having one year or more of high school foreign languages and 34% two years or more, have studied languages in high school to a greater extent than those men entering the School of Engineering, 37% one year or more and 21% two years or more. Women entering the College of Liberal Arts and Sciences and the School of Fine Arts (Table 26*) seem to have fairly similar high school backgrounds in foreign languages although 45% of those in the College of Liberal Arts and Sciences have two more years of high school foreign languages compared with 39% of those enrolled in the School of Fine Arts.

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* Tables 22-26 are located in the Appendix, pages 43-47.

The summarization of totals (Table 27*) shows clearly the smaller contact with foreign languages by those enrolled in the School of Engineering.

Tables 28 and 29* show the languages actually taken by men and women in high school. As some 93 students took more than one language, the totals in this and the following tables where individual languages are listed will reflect a base of 352 men and 349 women because these 93 students were counted twice. To show the number of students taking the individual languages, it was necessary to make this change in base.

It should also be noted that the data following are based on only those who took foreign languages. Of the men, 55%, and of the women, 31% took no foreign language.

From Tables 28 and 29 it will be seen that few high school students in Kansas high schools of those who came to the University of Kansas in September, 1956, took more than two years of the same foreign language.

Of special interest to the readers of this study may be the 93 students who took more than one foreign language in high school. The combinations taken are listed in Table 30.* Latin as the first or second language is predominant, as 83 of the 93 students concerned took Latin as a part of their combination.

Again, it is of interest to note that only two students out of the 93 enrolling in two languages were from high schools with enrollments of less than 250 students. About ¾ of the students who studied two foreign languages enrolled in the College of Liberal Arts and Sciences at the University of Kansas in the fall semester, 1956.

Comparison of language studied by size of high school is highlighted in Table 31.* When students are grouped by sex and combined into those from high schools enrolling 250 or more and those from high schools enrolling less than 250, the patterns become even more clear. Of the men, 61% of the 498 men from high schools over 250 took foreign languages as listed, while only 22% are listed from the schools enrolling below 250 students.

As has been stated, the 93 persons taking two languages are counted twice in this table, once under each language taken as was not the case in the previous tables in this study. In the totals for women in Groups I and II combined in Table 31, the double counting is responsi-

* Tables 27-31 are located in the Appendix, pages 48-52.

ble for the 101% figure. Of the women in Groups I and II combined, 50 had no languages at all, but 54 had two languages. This double counting effect gives a total of 313 to be divided by 309.

The comparison between the large and small high schools for women taking foreign language is then 101% to 34%. The comparisons between large and small high schools for men and women combined is 76% to 26%.

Again, it is seen that the program available for the students is related to the size of the high school. This seems to be especially notable in the area of foreign languages.

The last section of Table 31 indicates that for those students having foreign language experience in the high schools of Kansas, at least as far as those entering the University of Kansas as freshmen in September, 1956, are concerned, 57% took Latin; 32%, Spanish; 9%, French; and 2%, German.

PART V

Mathematics

In Table 32* the relation of size of high school on the number of subjects taken is clearly seen again as was the case in English and foreign languages in the preceding two chapters. Groups I and II combined show that 36% of the men took four or more years of high school mathematics. Group III men took 3%; Group IV, 15%; and Group V, 11%. Forty-four per cent of the men in Group I took four or more years of high school mathematics.

Different interests are illustrated for men and women by comparing the 36% of the men and 6% of the women who took four or more years of high school mathematics in Groups I and II combined (Tables 32 and 33).* It will also be noted that, over-all, 29% of the men and 5% of the women had four years or more of high school mathematics.

In Table 34* the total column shows that 57% of both men and women had three or more years of high school mathematics and 20% had four or more years.

Tables 35, 36 and 37* show the different patterns of high school mathematics of students entering the different divisions and schools

* Tables 32-37 are located in the Appendix, pages 53-58.

of the University of Kansas. The results in Table 35 are no surprise to anyone. Of the men entering the College of Liberal Arts and Sciences 16% had four or more years of high school mathematics, while of those men entering the School of Engineering 41% had four or more years.

In Table 36, 30% of the women entering the College of Liberal Arts and Sciences and 20% of those women entering the School of Fine Arts had three or more years of high school mathematics. Again, the effect of projected programs in the University of Kansas on the patterns taken in high school is obvious.

The totals presented in Table 37 show 47% of all students entering the College of Liberal Arts and Sciences, 81% of those entering the School of Engineering, and 28% of those entering the School of Fine Arts have three or more years of high school mathematics.

It is obvious from these data that the men students coming from the large high schools who are planning to enter the School of Engineering have a more extensive high school background in the fields of mathematics.

Tables 38, 39 and 40* show the various high school mathematics combinations presented by the men and women and the total group as they entered the University of Kansas. It is interesting to note that algebra and geometry and algebra, geometry and trigonometry are still the popular combinations. Except for 18 students who had general mathematics only, all others taking general mathematics had at least algebra, geometry or algebra, geometry and trigonometry, or algebra and geometry to go with it.

Table 41* indicates the number of students who presented units of credit in mathematics areas. However, the table does not indicate the number of units of high school credit taken in each field. Even so, it is obvious that algebra and geometry still hold their traditionally prominent place. General mathematics is fourth in rank for men and third for women.

PART VI

Science

It should be noted immediately that no course except the traditional sciences were included in this section of the study. The records

* Tables 38-41 are located in the Appendix, pages 59-62.

summarized in Tables 42, 43 and 44* show eight men and nine women who took no science courses in high school. Several of these, however, presented "agricultural chemistry" which the writer did not include because of his limitation to the "traditional" science subjects of biology, physics, chemistry, general science, physiology, botany, zoology, astronomy, and geology, all of which were presented in varying amounts.

Strangely enough, science is the only one of the four traditional fields included in this study which does not show a dramatic "falling off" from the large to the small high schools. The percentage of men who had three or more years of high school science was, for instance, 50% in Groups I and II combined, 53% in Group III, 50% in Group IV, and 49% in Group V (Table 42). Only 18% of all the men had less than two years of high school science. Those men having four years of high school science ranged from 15% in Groups I and II combined to 17% in Group III, 14% in Group IV to 9% in Group V. Group V does have small percentages in most science categories, thereby illustrating what is obvious—that the offerings in the small high schools (below 70 enrollment) are of necessity less than those in the much larger high school. It is of interest, however, to note that this area of much public discussion is the only one where the middle-sized high schools present offerings equivalent in quantity to those of larger schools.

The differences in high school science backgrounds due to sex (Tables 42 and 43) also support long known trends. In Groups I and II combined, 50% of the men and only 21% of the women have three of more years of high school science. A total of 16% of the men, and 3% of the women have four or more years of high school science.

The differences due to divisions or schools of the University of Kansas in which the incoming freshmen enrolled in September, 1956 (Tables 45, 46 and 47)* parallel those in mathematics. Greater percentages of men going into the School of Engineering took high school science, although not with as large differences as in high school mathematics. Fifty-four per cent of the men entering the School of Engineering had three or more years of high school science, while 49% of those entering the College of Liberal Arts and Sciences had three years or more.

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* Tables 42-47 are located in the Appendix, pages 63-68.

The totals in Table 47 show the heavy differences between students bound for the School of Engineering and those headed for the College of Liberal Arts and Sciences or the School of Fine Arts. Fine Arts freshmen had the least amount of science in high school as was true also in the field of mathematics.

The combinations of science taken in high school by men and women are listed in Tables 48 and 49.* The variation in rank in the two tables is, of course, due to different interests shown in various science fields by men and women. These differences are shown in rank order of the subjects listed in Table 50.* Physics is in second place for the men with 64% having taken it, but it is in fourth place for women with only 11% presenting a course in that field.

PART VII

Summary and Conclusion

As indicated in the introduction in Chapter I, this report is written for the people of Kansas, in general, and for the staff of the University of Kansas in particular. It is hoped that other studies of this type are already completed in other states or will be developed in the near future in other types of institutions of higher learning in this and other states. The data collected are not presented as a defense of or an attack on any level of education. Only the fields of English, foreign language, mathematics, and science were chosen for presentation. The data were obtained from the official records in the Office of the Registrar at the University of Kansas.

It should be underscored that the data show what units of high school credit, in the four academic fields investigated, were presented on the official high school transcripts of 1,124 incoming freshmen who were graduates of the preceding June from Kansas high schools and arrived at the University of Kansas in September, 1956.

Certain broad statements can be made: 73% of all men students coming from a Kansas high school of over 250 students and entering the College of Liberal Arts and Sciences in September, 1956, at the University of Kansas presented at least four years of high school English combinations (Table 9); 34% had at least two years of a foreign

* Tables 48-50 are located in the Appendix, pages 69-71.

language (Table 25); 65% had at least three years of high school mathematics (Table 35); and 49% had at least three years of high school science (Table 45).

Among the men students entering the School of Engineering, 54% presented at least four years of high school English combinations (Table 9); 37% had at least one year of high school foreign languages (Table 25); 41% had at least four years of high school mathematics (Table 35); and 54% had at least three years of high school science (Table 45).

Among the women students entering the College of Liberal Arts and Sciences, 78% presented at least four years of high school English combinations (Table 10); 45% had at least two years of a high school foreign language (Table 26); 30% had at least three years of high school mathematics (Table 36); and 64% had at least two years of high school science (Table 46).

In the School of Fine Arts, 83% of the women students had at least four years of high school English combinations (Table 10); 39% had at least two years of high school foreign languages (Table 26); 77% had at least two years of high school mathematics (Table 36); and 47% had at least two years of high school science (Table 46).

In English, foreign languages and mathematics, it is quite clear that the students coming from the small high schools, and the median-sized high school in the state of Kansas is approximately 70 pupils, do not have the depth of preparation of the "traditional" type as do those from the larger high schools. This is true to a lesser extent for the middle-sized high schools in the field of high school science. Those high schools which fall below 70 in enrollment follow the same scanty program in science as they do in English, foreign languages and mathematics.

TABLE 3

Distribution of 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of School from Which Graduated and Division of the University of Kansas in Which Enrolled

MEN

		Group I (16) Special* 563 students**		Group II (62) Over 250* 244 students**		Group III (45) 150 - 249* 109 students**		Group IV (83) 70 - 149* 136 students**		Group V (57) Below 70* 72 students**		Total (263 High Schools)* 1,124 students**
		No.	%	No.	%	No.	%	No.	%	No.	%	Total
College of Liberal Arts and Sciences	No.	145	47%	73	24%	29	9%	39	13%	22	7%	308
	%	43%		45%		44%		42%		42%		43%
Engineering	No.	169	48%	73	21%	33	9%	50	14%	26	7%	351
	%	50%		45%		50%		53%		49%		49%
Fine Arts	No.	11		3		1		2		3		20
	%	3%		2%		2%		2%		6%		3%
Education***	No.	8		5		3		2		1		19
	%	2%		3%		5%		2%		2%		3%
Pharmacy	No.	4		7		0		1		1		13
	%	1%		4%				1%		2%		2%
Total		337	47%	161	23%	66	9%	94	13%	53	8%	711

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.
***Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 4

Distribution of 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of School from Which Graduated and Division of the University of Kansas in Which Enrolled

WOMEN

		Group I (16) Special* 563 students**		Group II (62) Over 250* 244 students**		Group III (45) 150 - 249* 109 students**		Group IV (83) 70 - 149* 136 students**		Group V (57) Below 70* 72 students**		Total (263 High Schools)* 1,124 students**
		No.	%	No.	%	No.	%	No.	%	No.	%	Total
College of Liberal Arts and Sciences	No.	175	53%	70	21%	37	11%	32	10%	16	5%	330
	%	77%		84%		86%		76%		84%		80%
Engineering	No.	3		1		1		1		0		6
	%	1%		1%		2%		2%				2%
Fine Arts	No.	41	62%	11	17%	5	8%	7	11%	2	3%	66
	%	18%		13%		12%		17%		11%		16%
Education ***	No.	7		1		0		0		1		9
	%	3%		1%						5%		2%
Pharmacy	No.	0		0		0		2		0		2
	%							5%				1%
Total		226	55%	83	20%	43	10%	42	10%	19	5%	413

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.
***Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 5

Distribution of 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of School from Which Graduated and Division of the University of Kansas in Which Enrolled

MEN AND WOMEN

		Group I (16) Special* 563 students**		Group II (62) Over 250* 244 students**		Group III (45) 150 - 249* 109 students*		Group IV (83) 70 - 149* 136 students**		Group V (57) Below 70* 72 students**		Total (263 High Schools)* 1,124 students**
		No.	%	No.	%	No.	%	No.	%	No.	%	Total
College of Liberal Arts and Sciences	No.	320	50%	143	22%	66	10%	71	11%	38	6%	638
	%	57%		59%		61%		52%		53%		57%
Engineering	No.	172	48%	74	21%	34	10%	51	14%	26	7%	357
	%	31%		30%		31%		38%		36%		32%
Fine Arts	No.	52	61%	14	16%	6	7%	9	11%	5	6%	86
	%	9%		6%		6%		7%		7%		8%
Education***	No.	15		6		3		2		2		28
	%	3%		3%		3%		2%		3%		3%
Pharmacy	No.	4		7		0		3		1		15
	%	1%		3%				2%		1%		1%
Total		563	50%	244	22%	109	10%	136	12%	72	6%	1124

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.
***Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 6

TABLE 6

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	1			0			0			0			0			1		
2½	0			0			0			0			0			0		
3	70	21%	100%	39	24%		24	36%		42	45%		30	57%		205	29%	100%
3½	28	8%	79%	19	12%	76%	3	5%	64%	3	3%	55%	2	4%	43%	55	8%	71%
4	155	46%	71%	56	35%	64%	27	41%	59%	40	43%	52%	15	28%	40%	293	41%	63%
4½	22	7%	25%	11	7%	29%	3	5%	18%	5	5%	10%	2	4%	11%	43	6%	22%
5	34	10%	18%	22	14%	22%	9	14%	14%	4	4%	4%	3	6%	8%	72	10%	16%
5½	6	2%	8%	5	3%	9%	0			0			0			11	2%	6%
6	16	5%	6%	5	3%	6%	0			0			1	2%	2%	22	3%	4%
6½	5	1%	1%	2	1%	2%	0			0			0			7	1%	1%
7	0			2	1%	1%	0			0			0			2		
7½	0			0			0			0			0			0		
Total	337 (47% of 711)			161 (23% of 711)			66 (9% of 711)			94 (13% of 711)			53 (7% of 711)			711		
% of Grand Total		60%			66%			61%			69%			74%			63%	

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 7

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

WOMEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	0			0			0			0			0			0		
2½	0			0			0			0			0			0		
3	26	12%		12	15%		7			15			7			67	16%	
3½	11	5%	89%	10	12%	86%	1			2			0			24	6%	84%
4	93	41%	84%	27	33%	74%	17			20			12			169	41%	78%
4½	29	13%	43%	7	8%	41%	4			1			0			41	10%	37%
5	42	19%	30%	12	15%	33%	5			2			0			61	15%	27%
5½	10	4%	11%	2	2%	18%	0			1			0			13	3%	12%
6	7	3%	7%	9	11%	16%	8			1			0			25	6%	9%
6½	1		4%	2	2%	5%	1			0			0			4	1%	3%
7	6	3%	3%	2	2%	2%	0			0			0			8	2%	2%
7½	1			0			0			0			0			1		
Total	226 (55% of 413)			83 (20% of 413)			43 (10% of 413)			42 (10% of 413)			19 (5% of 413)			413		
% of Grand Total		40%			34%			39%			31%			26%			37%	

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 8

TABLE 8

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	1			0			0			0			0			1		
2½	0			0			0			0			0			0		
3	96	17%	100%	51	21%		31	28%		57	42%		37	51%		272	24%	100%
3½	39	7%	83%	29	12%	79%	4	4%	72%	5	4%	58%	2	3%	49%	79	7%	76%
4	248	44%	76%	83	34%	67%	44	40%	68%	60	44%	54%	27	38%	46%	462	41%	69%
4½	51	9%	32%	18	7%	33%	7	6%	28%	6	4%	10%	2	3%	8%	84	8%	28%
5	76	14%	23%	34	14%	26%	14	13%	21%	6	4%	6%	3	4%	6%	133	12%	20%
5½	16	3%	9%	7	3%	12%	0			1	1%	2%	0			24	2%	8%
6	23	4%	6%	14	6%	9%	8	7%	8%	1	1%	1%	1	1%	1%	47	4%	6%
6½	6	1%	2%	4	2%	3%	1	1%	1%	0			0			11	1%	2%
7	6	1%	1%	4	2%	2%	0			0			0			10	1%	1%
7½	1			0			0			0			0			1		
Total	563 (50% of 1124)			244 (22% of 1124)			109 (10% of 1124)			136 (12% of 1124)			72 (6% of 1124)			1124		

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 9

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN

High School Units (Years) of English	College 638 students* No.	%	Cum %	Engineering 357 students* No.	%	Cum %	Fine Arts 86 students* No.	%	Cum %	Education ** 28 students* No.	%	Cum %	Pharmacy 15 students* No.	%	Cum %	Total 1,124 students* No.	%	Cum %
2	0			1			0			0			0			1		
2½	0			0			0			0			0			0		
3	58	19%		131	37%	100%	6			4			6			205	29%	100%
3½	26	8%	81%	27	8%	62%	1			0			1			55	8%	71%
4	127	41%	73%	143	41%	54%	9			11			3			293	41%	63%
4½	18	6%	31%	20	6%	14%	2			2			1			43	6%	22%
5	49	16%	26%	19	5%	8%	1			2			1			72	10%	16%
5½	5	2%	10%	5	1%	3%	1			0			0			11	2%	6%
6	17	6%	8%	4	1%	1%	0			0			1			22	3%	4%
6½	6	2%	3%	1			0			0			0			7	1%	1%
7	2	1%	1%	0			0			0			0			2		
7½	0			0			0			0			0			0		
Total	308 (43% of 711)			351 (49% of 711)			20 (3% of 711)			19 (3% of 711)			13 (2% of 711)			711		
% of Grand Total		48%			98%			23%			68%			87%			63%	

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*Grand total of freshmen enrolled in each division.
**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 10

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High

TABLE 10

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

WOMEN

High School Units (Years) of English	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education ** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	0			0			0			0			0			0		
2½	0			0			0			0			0			0		
3	53	16%		0			9	14%		3			2			67	16%	
3½	21	6%	84%	0			2	3%	86%	1			0			24	6%	84%
4	127	39%	78%	3			36	55%	83%	3			0			169	41%	78%
4½	34	10%	39%	0			7	11%	29%	0			0			41	10%	37%
5	49	15%	29%	2			9	14%	18%	1			0			61	15%	27%
5½	11	3%	14%	0			2	3%	5%	0			0			13	3%	12%
6	23	7%	11%	1			0			1			0			25	6%	9%
6½	4	1%	4%	0			0			0			0			4	1%	3%
7	7	2%	2%	0			1	2%	2%	0			0			8	2%	2%
7½	1			0			0			0			0			1		
Total	330 (80% of 413)			6 (2% of 413)			66 (16% of 413)			9 (2% of 413)			2 (1% of 413)			413		
% of Grand Total		52%			2%			77%			32%			13%			37%	

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*Grand total of freshmen enrolled in each division.
**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 11

Units of High School English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN AND WOMEN

High School Units (Years) of English	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education ** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	0			1			0			0			0			1		
2½	0			0			0			0			0			0		
3	111	17%		131	37%	100%	15	17%		7			8			272	24%	100%
3½	47	7%	83%	27	8%	63%	3	4%	83%	1			1			79	7%	76%
4	254	40%	75%	146	41%	56%	45	52%	79%	14			3			462	41%	69%
4½	52	8%	35%	20	6%	15%	9	11%	27%	2			1			84	8%	28%
5	98	15%	27%	21	6%	9%	10	12%	16%	3			1			133	12%	20%
5½	16	3%	12%	5	1%	3%	3	4%	5%	0			0			24	2%	8%
6	40	6%	9%	5	1%	2%	0			1			1			47	4%	6%
6½	10	2%	3%	1			0			0			0			11	1%	2%
7	9	1%	2%	0			1	1%	1%	0			0			10	1%	1%
7½	1			0			0			0			0			1		
Total	638 (57% of 1124)			357 (32% of 1124)			86 (8% of 1124)			28 (3% of 1124)			15 (1% of 1124)			1124		

Note: English combinations include English solely or English plus debate, speech, dramatics, and/or journalism.
*Grand total of freshmen enrolled in each division.
**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 12

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming

TABLE 12

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	1			0			0			0			0			1		
2½	0			0			0			0			0			0		
3	69	31%	100%	39	49%		24			42	62%		29			203	45%	100%
3½	21	9%	69%	9	11%	51%	1			1	1%	38%	2			34	8%	55%
4	133	59%	59%	31	39%	39%	10			25	37%	37%	11			210	47%	47%
4½	0			0			0			0			0			0		
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	0			0			0			0			0			0		
Total	224	(50% of 448)		79	(18% of 448)		35	(8% of 448)		68	(15% of 448)		42	(9% of 448)		448		
% of Grand Total		40%			32%			32%			50%			58%			40%	
% of Total Men		(67% of 337)			(49% of 161)			(53% of 66)			(72% of 94)			(79% of 53)			(63% of 711)	

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 13

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

WOMEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	0			0			0			0			0			0		
2½	0			0			0			0			0			0		
3	26	22%		12			7			15			7			67	33%	
3½	5	4%	78%	4			0			1			0			10	5%	68%
4	86	72%	74%	20			6			13			2			127	62%	63%
4½	1	1%	2%	0			0			0			0			1	1%	1%
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	1	1%	1%	0			0			0			0			1	1%	
Total	119 (58% of 206)			36 (18% of 206)			13 (6% of 206)			29 (14% of 206)			9 (4% of 206)			206		
% of Grand Total		21%			15%			12%			21%			13%			18%	
% of Total Women	(53% of 226)			(43% of 83)			(30% of 43)			(69% of 42)			(47% of 19)			(50% of 413)		

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 14

**Grand total of freshmen coming from each size group.

TABLE 14

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of English	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	1			0			0			0			0			1		
2½	0			0			0			0			0			0		
3	95	28%	100%	51	44%		31	65%		57	59%		36	71%		270	41%	100%
3½	26	8%	72%	13	11%	56%	1	2%	35%	2	2%	41%	2	4%	30%	44	7%	59%
4	219	64%	64%	51	44%	44%	16	33%	33%	38	39%	39%	13	26%	26%	337	51%	52%
4½	1		1%	0			0			0			0			1		
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	1			0			0			0			0			1		
Total	343 (53% of 654)			115 (18% of 654)			48 (7% of 654)			97 (15% of 654)			51 (8% of 654)			654		
% of Grand Total		61%			47%			44%			71%			71%			58%	

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.
*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 15

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN

High School Units (Years) of English	College 638 students* No.	%	Cum %	Engineering 357 students* No.	%	Cum %	Fine Arts 86 students* No.	%	Cum %	Education ** 28 students* No.	%	Cum %	Pharmacy 15 students* No.	%	Cum %	Total 1,124 students* No.	%	Cum %
2	0			1			0			0			0			1		
2½	0			0			0			0			0			0		
3	57	36%		130	51%	100%	6			4			6			203	45%	100%
3½	14	9%	64%	19	8%	49%	1			0			0			34	8%	55%
4	88	55%	55%	105	41%	41%	7			7			3			210	47%	47%
4½	0			0			0			0			0			0		
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	0			0			0			0			0			0		
Total	159 (35% of 448)			255 (57% of 448)			14 (3% of 448)			11 (3% of 448)			9 (2% of 448)			448		
% of Grand Total		25%			71%			16%			39%			60%			40%	
% of Total Men	(52% of 308)			(73% of 351)			(70% of 20)			(58% of 19)			(69% of 13)			(63% of 711)		

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 16

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming

freshmen and sophomore years.

TABLE 16

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

WOMEN

High School Units (Years) of English	College 638 students* No.	%	Cum %	Engineering 357 students* No.	%	Cum %	Fine Arts 36 students* No.	%	Cum %	Education** 28 students* No.	%	Cum %	Pharmacy 15 students* No.	%	Cum %	Total 1,124 students* No.	%	Cum %
2	0			0			0			0			0			0		
2½	0			0			0			0			0			0		
3	53	34%		0			9			3			2			67	33%	
3½	8	5%	66%	0			2			0			0			10	5%	68%
4	92	59%	61%	2			30			3			0			127	62%	63%
4½	1	1%	1%	0			0			0			0			1	1%	1%
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	1	1%		0			0			0			0			1	1%	
Total	155 (75% of 206)			2 (1% of 206)			41 (20% of 206)			6 (3% of 206)			2 (1% of 206)			206		
% of Grand Total		24%			1%			48%			21%			13%			18%	
% of Total Women	(47% of 330)			(33% of 6)			(62% of 66)			(67% of 9)			(100% of 2)			(50% of 413)		

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 17

Units of High School English Only (Not Including Related Courses) Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN AND WOMEN

High School Units (Years) of English	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education ** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
2	0			1			0			0			0			1		
2½	0			0			0			0			0			0		
3	110	35%		130	51%	100%	15	27%		7			8			270	41%	100%
3½	22	7%	65%	19	7%	49%	3	6%	73%	0			0			44	7%	59%
4	180	57%	58%	107	42%	42%	37	67%	67%	10			3			337	52%	52%
4½	1		1%	0			0			0			0			1		
5	0			0			0			0			0			0		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
6½	0			0			0			0			0			0		
7	1			0			0			0			0			1		
Total	314 (48% of 654)			257 (39% of 654)			55 (8% of 654)			17 (3% of 654)			11 (2% of 654)			654		
% of Grand Total		49%			72%			64%			61%			73%			58%	

Note: No debate, speech, dramatics, etc. included in this table—"English" only is presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 18

High School Subject Credit in English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and English Combinations

MEN

	Units (Years) of Credit in High School English Combinations													
	2	2½	3	3½	4	4½	5	5½	6	6½	7	7½	Total	%
English Only	1		203	34	210								448	63%
English and Speech			1	15	55	26	28	3	3	1			132	19%
English and Journalism				2	22	2	12	2	5		1		46	7%
English, Speech, and Journalism				1	1	9	13	3	8	2			37	5%
English and Debate				1	2	3	6		1				13	2%
English, Speech, and Debate					1		3	3	3	2	1		13	2%
English and Drama			1	2	2	2	5						12	2%
English, Speech, and Drama						1	3		1				5	1%
English, Journalism, and Debate							2		1				3	
English, Journalism, Speech, and Drama										1			1	
English, Journalism, Drama, and Debate										1			1	
Total	1		205	55	293	43	72	11	22	7	2		711	
% of Grand Total			29%	8%	41%	6%	10%	2%	3%	1%				

TABLE 19

High School Subject Credit in English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and English Combinations

WOMEN

	Units (Years) of Credit in High School English Combinations													
	2	2½	3	3½	4	4½	5	5½	6	6½	7	7½	Total	%
English Only			67	10	127	1					1		206	50%
English and Speech				10	28	28	19	1	4		1		91	22%
English and Journalism				2	12	3	14	3	2		1	1	38	9%
English, Speech, and Journalism					1	5	6	4	12	4	5		37	9%
English and Drama				1	1	3	14	1	1				21	5%
English, Speech, and Drama							3		2				5	1%
English, Journalism, and Drama							2	1	2				5	1%
English and Debate				1		1	2						4	1%
English, Speech, and Debate								1	1				2	1%
English, Journalism, and Debate							1		1				2	1%
English, Journalism, Speech, and Drama								1					1	
English, Journalism, Drama, and Debate								1					1	
Total			67	24	169	41	61	13	25	4	8	1	413	
% of Grand Total			16%	6%	41%	10%	15%	3%	6%	1%	2%			

TABLE 20

TABLE 20

High School Subject Credit in English Combinations Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and English Combinations

MEN AND WOMEN

	Units (Years) of Credit in High School English Combinations													
	2	2½	3	3½	4	4½	5	5½	6	6½	7	7½	Total	%
English Only	1		270	44	337	1					1		654	58%
English and Speech			1	25	83	54	47	4	7	1	1		223	20%
English and Journalism				4	34	5	26	5	7		2	1	84	8%
English, Speech, and Journalism				1	2	14	19	7	20	6	5		74	7%
English and Drama			1	3	3	5	19	1	1				33	3%
English and Debate				2	2	4	8		1				17	2%
English, Speech, and Debate					1		3	4	4	2	1		15	1%
English, Speech, and Drama						1	6		3				10	1%
English, Journalism, and Debate							3		2				5	
English, Journalism, and Drama							2	1	2				5	
English, Journalism, Speech, and Drama								1		1			2	
English, Journalism, Drama, and Debate								1		1			2	
Total	1		272	79	462	84	133	24	47	11	10	1	1124	
% of Grand Total			24%	7%	41%	6%	12%	2%	4%	1%	1%			

TABLE 21

Number of Kansas High Schools Furnishing Incoming Freshmen to the University of Kansas in September 1956 Who Had Less than Four Years of English Combinations and the Number of Students Involved

	Number of Schools		Number of Students					
		Per Cent	Men		Women		Total	
	Number	of Group	Number	Per Cent	Number	Per Cent	No.	% of GT
Group I - 16 schools sending more than 10 freshmen in September 1956. All 250 enrollment or over.	15	94%	99	73%	37	27%	136	24%
Group II - 62 schools enrolling 250 or more students excluding Group I schools	40	65%	58	73%	22	27%	80	33%
Group III - 45 schools enrolling 150 through 249 students.	22	49%	27	77%	8	23%	35	32%
Group IV - 83 schools enrolling 70 through 149 students.	44	53%	45	73%	17	27%	62	46%
Group V - Schools enrolling fewer than 70 students.	30	53%	32	82%	7	18%	39	53%
Total	151	57%	261	74%	91	26%	352	31%

NOTE: Column 2 should be read as follows: 15 of the 16 High Schools in Group I, or 94%, furnished incoming freshmen who had less than 4 years of English combinations.

TABLE 22

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN

High School Units (Years) of Foreign Language	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	155	46%		61	38%		51	77%		78	83%		44	83%		389	55%	
½	5	2%	54%	0			0			0			0			5	1%	45%
1	69	21%	53%	31	19%	62%	9	14%	23%	10	11%	17%	5	9%	17%	124	17%	45%
1½	1		32%	1	1%	43%	0			0			0			2		27%
2	95	28%	32%	57	35%	42%	6	9%	9%	6	6%	6%	3	6%	8%	167	24%	27%
2½	2	1%	4%	0			0			0			0			2		3%
3	10	3%	3%	9	6%	7%	0			0			0			19	3%	3%
3½	0			0			0			0			0			0		
4	0			2	1%	1%	0			0			1	2%	2%	3		
Total	337 (47% of 711)			161 (23% of 711)			66 (9% of 711)			94 (13% of 711)			53 (8% of 711)			711		
% of Grand Total		60%			66%			61%			69%			74%			63%	

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 23

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

WOMEN

High School Units (Years) of Foreign Language	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	39	17%		19	23%		24			32			15			129	31%	
½	0			0			0			0			0			0		
1	58	26%	83%	21	25%	77%	12			9			2			102	25%	69%
1½	1		57%	0			0			0			0			1		44%
2	80	35%	57%	33	40%	52%	7			1			2			123	30%	44%
2½	1		21%	0			0			0			0			1		14%
3	28	12%	21%	7	8%	12%	0			0			0			35	9%	14%
3½	0			0			0			0			0			0		
4	19	8%	8%	3	4%	4%	0			0			0			22	5%	5%
Total	226 (55% of 413)			83 (20% of 413)			43 (10% of 413)			42 (10% of 413)			19 (5% of 413)			413		
% of Grand Total		40%			34%			40%			31%			26%			37%	

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 24

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of Foreign Language	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	194	35%		80	33%		75	69%		110	81%		59	82%		518	46%	
½	5	1%	66%	0			0			0			0			5		
1	127	23%	65%	52	21%	67%	21	19%	31%	19	14%	19%	7	10%	18%	226	20%	54%
1½	2		42%	1		46%	0			0			0			3		33%
2	175	31%	42%	90	37%	46%	13	12%	12%	7	5%	5%	5	7%	8%	290	26%	33%
2½	3	1%	11%	0			0			0			0			3		7%
3	38	7%	10%	16	7%	9%	0			0			0			54	5%	7%
3½	0			0			0			0			0			0		
4	19	3%	3%	5	2%	2%	0			0			1	1%	1%	25	2%	2%
Total	563 (50% of 1124)			244 (22% of 1124)			109 (10% of 1124)			136 (12% of 1124)			72 (6% of 1124)			1124		

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 25

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN

High School Units (Years) of Foreign Language	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	140	46%		221	63%		12			14			2			389	55%	
½	2	1%		2	1%		0			0			1			5	1%	
1	62	20%	54%	52	15%	37%	4			2			4			124	17%	45%
1½	0			1		22%	0			0			1			2		27%
2	90	29%	34%	67	19%	21%	3			3			4			167	24%	27%
2½	1		5%	0			1			0			0			2		3%
3	11	4%	4%	7	2%	2%	0			0			1			19	3%	3%
3½	0			0			0			0			0			0		
4	2	1%	1%	1			0			0			0			3		
Total	308 (43% of 711)			351 (49% of 711)			20 (3% of 711)			19 (3% of 711)			13 (2% of 711)			711		
% of Grand Total		48%			98%			23%			68%			87%			63%	

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 26

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

WOMEN

High School Units (Years) of Foreign Language	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	105	32%		1			19	29%		3			1			129	31%	
½	0			0			0			0			0			0		
1	77	23%	68%	1			20	30%	71%	3			1			102	25%	69%
1½	0			0			1	2%	41%	0			0			1		
2	103	31%	45%	1			16	24%	39%	3			0			123	30%	44%
2½	1		14%	0			0			0			0			1		
3	28	9%	13%	3			4	6%	15%	0			0			35	9%	14%
3½	0			0			0			0			0			0		
4	16	5%	5%	0			6	9%	9%	0			0			22	5%	5%
Total	330 (80% of 413)			6 (2% of 413)			66 (16% of 413)			9 (2% of 413)			2 (1% of 413)			413		
% of Grand Total		52%			2%			77%			32%			13%			37%	

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 27

Units of High School Foreign Language Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN AND WOMEN

High School Units (Years) of Foreign Language	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	245	38%		222	62%		31	36%		17			3			518	46%	
½	2			2	1%		0			0			1			5		
1	139	22%	61%	53	15%	37%	25	29%	64%	5			5			226	20%	54%
1½	0			1		22%	1	1%	35%	0			1			3	.	33%
2	193	30%	40%	69	19%	22%	18	21%	34%	6			4			290	26%	33%
2½	2		9%	0			1	1%	13%	0			0			3		7%
3	39	6%	9%	9	3%	3%	4	4%	12%	0			1			54	5%	7%
3½	0			0			0			0			0			0		
4	18	3%	3%	1			6	7%	7%	0			0			25	2%	2%
Total	638 (57% of 1124)			357 (32% of 1124)			86 (8% of 1124)			28 (3% of 1124)			15 (1% of 1124)			1124		

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 28

High School Subject Credit in Foreign Languages Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit in Each Individual Foreign Language

MEN

	Units of Credit in High School Foreign Language									Total	
	0	½	1	1½	2	2½	3	3½	4	No.	%
Latin		3	97		111		2			213	61%*
Spanish		1	41	1	61				1	105	30%
French		1	13		5	1				20	6%
German		2	7		4					13	4%
General Language			1							1	
No Language	(389)										
Total	(389)	7	159	1	181	1	2		1	352	
% of Grand Total		2%*	45%		51%		1%				

Note: 389 of 711 men (55%) did not take a foreign language in high school.
*Percentages are based on 352 individual enrollments in separate foreign language fields in high school.

TABLE 29

High School Subject Credit in Foreign Languages Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit in Each Individual Foreign Language

WOMEN

	Units of Credit in High School Foreign Language									Total	
	0	½	1	1½	2	2½	3	3½	4	No.	%
Latin			101	1	80		1			183	52%*
Spanish			51	1	60		7			119	34%
French			18		23		3		1	45	13%
German					1					1	
General Language			1							1	
No Language	(129)										
Total	(129)		171	2	164		11		1	349	
% of Grand Total			49%*	1%	47%		3%				

Note: 129 of 413 women (31%) did not take a foreign language in high school.
*Percentages are based on 349 individual enrollments in separate foreign language fields in high school.

TABLE 30

High School Subject Credit in Foreign Languages Presented by 93 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 in Two Foreign Language Fields

COMBINATION	MEN	WOMEN	TOTAL
LATIN AND SPANISH			
1 unit of Latin and 1 unit of Spanish	8	12	20
1 unit of Latin and 1½ units of Spanish		1	1
1 unit of Latin and 2 units of Spanish	6	12	18
1 unit of Latin and 3 units of Spanish		3	3
2 units of Latin and 1 unit of Spanish	6	5	11
2 units of Latin and 2 units of Spanish	2	8	10
Total	22	41	63
LATIN AND FRENCH			
½ unit of Latin and 2 units of French	1		1
1 unit of Latin and 2 units of French		10	10
1 unit of Latin and 3 units of French		2	2
2 units of Latin and 1 unit of French		1	1
2 units of Latin and 2 units of French		8	8
Total	1	21	22
LATIN AND GERMAN			
1 unit of Latin and 2 units of German	1		1
2 units of Latin and 1 unit of German	2		2
Total	3		3
SPANISH AND FRENCH			
1 unit of Spanish and 1 unit of French		1	1
2 units of Spanish and 1 unit of French	1		1
Total	1	1	2

COMBINATION	MEN	WOMEN	TOTAL
SPANISH AND GERMAN			
1 unit of Spanish and 1 unit of German	1		1
2 units of Spanish and 1 unit of German	1		1
Total	2		2
SPANISH AND GENERAL LANGUAGE			
2 units of Spanish and 1 unit of General Language		1	1
Total		1	1
SUMMARY OF LANGUAGE COMBINATIONS			
½ unit of one and 2 units of another	1		1
1 unit of one and 1 unit of another	9	13	22
1 unit of one and 1½ units of another		1	1
1 unit of one and 2 units of another	17	29	46
1 unit of one and 3 units of another		5	5
2 units of one and 2 units of another	2	16	18
Total	29	64	93
COMBINATIONS BY SIZE OF SCHOOL			
Group I (16 schools all over 250 students)	14	50	64
Group II (62 schools all over 250 students)	15	12	27
Group III (45 schools, 150-249 students)	0	0	0
Group IV (83 schools, 70-149 students)	0	0	0
Group V (57 schools, below 70 students)		2	2
Total	29	64	93

Note: Of the 93 students enrolled in two languages, 69 entered the College of Liberal Arts and Sciences, 11 the School of Engineering, 10 the School of Fine Arts, 2 the School of Education, and 1 the School of Pharmacy.

TABLE 31

Units of High School Subject Credit in Foreign Languages Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Individual Enrollments in Separate Foreign Language Fields with Comparisons as to Size of High School

		Units of High School Foreign Language								Total	
		½	1	1½	2	2½	3	3½	4	No.	%
Men											
Groups I and II	Latin	3	81	0	102	0	2	0	0	188	
76 High Schools	Spanish	1	37	1	55	0	0	0	0	94	
498 Men	French	1	9	0	5	1	0	0	0	16	
Enrollment: Over 250	German	1	5	0	2	0	0	0	0	8	
	Total	6	132	1	164	1	2	0	0	306	61%
Men											
Groups III, IV & V	Latin	0	16	0	9	0	0	0	0	25	
185 High Schools	Spanish	0	4	0	6	0	0	0	1	11	
213 Men	French	0	4	0	0	0	0	0	0	4	
Enrollment: Under 250	German	1	2	0	2	0	0	0	0	5	
	Total	1	26	0	17	0	0	0	1	45	22%
Women											
Groups I and II	Latin	0	83	1	74	0	1	0	0	159	
76 High Schools	Spanish	0	43	1	58	0	7	0	0	109	
309 Women	French	0	17	0	23	0	3	0	1	44	
Enrollment: Over 250	German	0	0	0	1	0	0	0	0	1	
	Total	0	143	2	156	0	11	0	1	313	101%
Women											
Groups III, IV & V	Latin	0	18	0	6	0	0	0	0	24	
185 High Schools	Spanish	0	8	0	2	0	0	0	0	10	
104 Women	French	0	1	0	0	0	0	0	0	1	
Enrollment: Under 250	German	0	0	0	0	0	0	0	0	0	
	Total	0	27	0	8	0	0	0	0	35	34%
Grand Total Groups I and II											
76 High Schools	Latin	3	164	1	176	0	3	0	0	347	
807 Men and Women	Spanish	1	80	2	113	0	7	0	0	203	
Enrollment: Over 250	French	1	26	0	28	1	3	0	1	60	
	German	1	5	0	3	0	0	0	0	9	
	Total	6	275	3	320	1	13	0	1	619	76%
Grand Total Groups III, IV & V											
185 High Schools	Latin	0	34	0	15	0	0	0	0	49	
317 Men and Women	Spanish	0	12	0	8	0	0	0	1	21	
Enrollment: Under 250	French	0	5	0	0	0	0	0	0	5	
	German	1	2	0	2	0	0	0	0	5	
	Total	1	53	0	25	0	0	0	1	80	26%
Grand Total											
263 High Schools	Latin	3	198	1	191	0	3	0	0	396	57%
1124 Students	Spanish	1	92	2	121	0	7	0	1	224	32%
	French	1	31	0	28	1	3	0	1	65	9%
	German	2	7	0	5	0	0	0	0	14	2%
	Total	7	328	3	345	1	13	0	2	699	62%
	% of Total	1%	47%		49%		2%				

TABLE 32

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN

High School Units (Years) of Mathematics	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	2	1%		0			0			0			0			2		
1	13	4%		4	3%		0			14	15%		3	6%		34	5%	
1½	1			1	1%		0			1	1%	85%	1	2%		4	1%	95%
2	55	16%	95%	26	16%	97%	16	24%		24	26%	84%	10	19%	93%	131	18%	94%
2½	9	3%	79%	5	3%	81%	4	3%	76%	2	2%	59%	4	8%	74%	24	3%	76%
3	69	21%	76%	68	42%	78%	38	24%	70%	36	38%	56%	27	51%	66%	238	34%	73%
3½	40	12%	56%	26	16%	35%	4	3%	12%	3	3%	19%	2	4%	15%	75	11%	39%
4	127	38%	44%	27	17%	19%	4	3%	3%	14	15%	15%	5	9%	11%	177	25%	29%
4½	11	3%	6%	1	1%	3%	0			0			0			12	2%	4%
5	10	3%	3%	3	2%	2%	0			0			1	2%	2%	14	2%	2%
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	337 (47% of 711)			161 (23% of 711)			66 (9% of 711)			94 (13% of 711)			53 (7% of 711)			711		
% of Grand Total		60%			66%			61%			69%			74%			63%	

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 33

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

WOMEN

High School Units (Years) of Mathematics	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 419* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	1			0			0			1			0			2	1%	
1	28	12%		6	7%		3			4			5			46	11%	
1½	4	2%	87%	0			0			0			0			4	1%	88%
2	120	53%	85%	47	57%	93%	29			17			10			223	54%	87%
2½	7	3%	32%	2	2%	36%	2			6			0			17	4%	33%
3	45	20%	29%	22	27%	34%	8			13			3			91	22%	29%
3½	8	4%	9%	1	1%	7%	1			0			0			10	2%	7%
4	12	5%	6%	5	6%	6%	0			1			1			19	5%	5%
4½	0			0			0			0			0			0		
5	1			0			0			0			0			1		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	226 (55% of 413)			83 (20% of 413)			43 (10% of 413)			42 (10% of 413)			19 (5% of 413)			413		
% of Grand Total		40%			34%			40%			31%			26%			37%	

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 34

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of Mathematics	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	3	1%		0			0			1	1%		0			4		
1	41	7%		10	4%		3	3%		18	13%		8	11%		80	7%	
1½	5	1%	92%	1		96%	0			1	1%	86%	1	1%	89%	8	1%	93%
2	175	31%	91%	73	30%	96%	45	41%	97%	41	30%	85%	20	28%	88%	354	32%	92%
2½	16	3%	60%	7	3%	66%	6	6%	56%	8	6%	55%	4	6%	60%	41	4%	60%
3	114	20%	57%	90	37%	63%	46	42%	51%	49	36%	49%	30	42%	54%	329	29%	57%
3½	48	9%	37%	27	11%	26%	5	5%	8%	3	2%	13%	2	3%	13%	85	8%	27%
4	139	25%	29%	32	13%	15%	4	4%	4%	15	11%	11%	6	8%	10%	196	17%	20%
4½	11	2%	4%	1		2%	0			0			0			12	1%	2%
5	11	2%	2%	3	1%	1%	0			0			1	1%	1%	15	1%	2%
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	563 (50% of 1124)			244 (22% of 1124)			109 (10% of 1124)			136 (12% of 1124)			72 (6% of 1124)			1124		

*(45, etc.)-Number of high schools in each size group. (150-249, etc.)-Range of 1955-56 high school enrollment in each size group.
**Grand total of freshmen coming from each size group.

TABLE 35

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN

High School Units (Years) of Mathematics	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education ** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	1			0			1			0			0			2		
1	16	5%		12	3%		4			2			0			34	5%	
1½	3	1%	95%	1		97%	0			0			0			4	1%	95%
2	75	24%	94%	46	13%	96%	4			5			1			131	18%	94%
2½	14	5%	69%	10	3%	83%	0			0			0			24	3%	76%
3	117	38%	65%	99	28%	80%	7			7			8			238	34%	73%
3½	34	11%	27%	38	11%	52%	1			1			1			75	11%	39%
4	45	15%	16%	123	35%	41%	3			3			3			177	25%	29%
4½	2	1%	1%	9	3%	6%	0			1			0			12	2%	4%
5	1			13	4%	4%	0			0			0			14	2%	2%
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	308 (43% of 711)			351 (50% of 711)			20 (3% of 711)			19 (3% of 711)			13 (2% of 711)			711		
% of Grand Total		48%			98%			23%			68%			87%			63%	

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 36

TABLE 36

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

WOMEN

High School Units (Years) of Mathematics	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	2	1%		0			0			0			0			2	1%	
1	28	9%		0			14	21%		4			0			46	11%	
1½	3	1%	91%	0			1	2%	79%	0			0			4	1%	88%
2	184	56%	90%	0			36	55%	77%	2			1			223	54%	87%
2½	13	4%	34%	0			2	3%	23%	2			0			17	4%	29%
3	77	23%	30%	3			10	15%	20%	0			1			91	22%	28%
3½	7	2%	7%	1			1	2%	5%	1			0			10	2%	7%
4	15	5%	5%	2			2	3%	3%	0			0			19	5%	5%
4½	0			0			0			0			0			0		
5	1			0			0			0			0			1		
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	330 (80% of 413)			6 (2% of 413)			66 (16% of 413)			9 (2% of 413)			2 (1% of 413)			413		
% of Grand Total		52%			2%			77%			32%			13%			37%	

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 37

Units of High School Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN AND WOMEN

High School Units (Years) of Mathematics	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	3	1%		0			1	1%		0			0			4		
1	44	7%		12	3%		18	21%	99%	6			0			80	7%	
1½	6	1%	93%	1		97%	1	1%	78%	0			0			8	1%	93%
2	259	41%	92%	46	13%	96%	40	47%	77%	7			2			354	32%	92%
2½	27	4%	51%	10	3%	84%	2	2%	30%	2			0			41	4%	60%
3	194	30%	47%	102	29%	81%	17	20%	28%	7			9			329	29%	57%
3½	41	6%	17%	39	11%	52%	2	2%	8%	2			1			85	8%	27%
4	60	9%	10%	125	35%	41%	5	6%	6%	3			3			196	17%	20%
4½	2		1%	9	3%	6%	0			1			0			12	1%	2%
5	2			13	4%	4%	0			0			0			15	1%	1%
5½	0			0			0			0			0			0		
6	0			0			0			0			0			0		
Total	638 (57% of 1124)			357 (32% of 1124)			86 (8% of 1124)			28 (3% of 1124)			15 (1% of 1124)			1124		

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 38

High School Subject Credit in Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and Mathematics Combinations

MEN

	Units of High School Mathematics										Total	
	0	1	1½	2	2½	3	3½	4	4½	5	No.	%
Algebra and Geometry			2	106	17	137	14	2			278	39%
Algebra, Geometry and Trigonometry					1	26	50	138	4		219	31%
Algebra, Geometry and General Mathematics					5	70	10	27	2		114	16%
Algebra Only		25		6							31	4%
Algebra, Geometry, Trigonometry and General Mathematics							1	10	6	14	31	4%
Algebra and General Mathematics			2	14		4					20	3%
General Mathematics Only		9		1							10	1%
Geometry and General Mathematics				3		1					4	1%
Algebra and Trigonometry				1	1						2	
No Math of any kind	2										2	
Total	2	34	4	131	24	238	75	177	12	14	711	
Percentages		5%	1%	18%	3%	34%	11%	25%	2%	2%		

TABLE 39

High School Subject Credit in Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and Mathematics Combinations

WOMEN

	Units of High School Mathematics										Total	
	0	1	1½	2	2½	3	3½	4	4½	5	No.	%
Algebra and Geometry			3	201	12	47	2				265	64%
Algebra, Geometry and General Mathematics					5	35	1	7			48	12%
Algebra Only		37		2							39	9%
Algebra, Geometry and Trigonometry						7	7	12			26	6%
Algebra and General Mathematics			1	18		2					21	5%
General Mathematics Only		7		1							8	2%
Geometry Only		2									2	1%
Algebra, Geometry, Trigonometry and General Mathematics										1	1	
Geometry and General Mathematics				1							1	
No Mathematics of any kind	2										2	1%
Total	2	46	4	223	17	91	10	19	0	1	413	
Percentages	1%	11%	1%	54%	4%	22%	2%	5%				

TABLE 40

High School Subject Credit in Mathematics Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and Mathematics Combinations

MEN AND WOMEN

	Units of High School Mathematics										Total	
	0	1	1½	2	2½	3	3½	4	4½	5	No.	%
Algebra and Geometry			5	307	29	184	16	2	4		543	48%
Algebra, Geometry and Trigonometry					1	33	57	150	4		245	22%
Algebra, Geometry and General Mathematics					10	105	11	34	2		162	14%
Algebra Only		62		8							70	6%
Algebra and General Mathematics			3	32		6					41	4%
Algebra, Geometry, Trigonometry and General Mathematics							1	10	6	15	32	3%
General Mathematics Only		16		2							18	2%
Geometry and General Mathematics				4		1					5	
Algebra and Trigonometry				1	1						2	
Geometry Only		2									2	
No Mathematics of any kind	4										4	
Total	4	80	8	354	41	329	85	196	12	15	1124	
Percentages		7%	1%	32%	4%	29%	8%	17%	1%	1%		

TABLE 41

Number of 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 who Presented Units of Credit in Various Mathematics Areas

	263 Schools 711 Men Men			263 Schools 413 Women Women			263 Schools 1124 Students Total		
	No.	Rank	%	No.	Rank	%	No.	Rank	%
Algebra	695	1	98%	400	1	97%	1095	1	97%
Geometry	646	2	91%	343	2	83%	989	2	88%
Trigonometry	252	3	35%	27	4	7%	279	3	25%
General Mathematics	179	4	25%	79	3	19%	258	4	23%

Note: Percentages are obtained by dividing the number of enrollments in algebra by the number of men, women, or men and women in the incoming freshman class.

TABLE 42

TABLE 42

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN

High School Units (Years) of Science	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	5	1%		1	1%		1	2%		1	1%		0			8	1%	
½	3	1%	99%	0			0			2	2%		0			5	1%	
1	38	11%	98%	23	14%	99%	9	14%	98%	9	10%	97%	3	6%		82	12%	98%
1½	27	8%	86%	1	1%	85%	1	2%	85%	2	2%	87%	0			31	4%	87%
2	84	25%	78%	44	27%	84%	18	27%	83%	28	30%	85%	24	45%	94%	198	28%	82%
2½	22	7%	53%	2	1%	57%	2	3%	56%	5	5%	55%	0			31	4%	54%
3	95	28%	47%	65	40%	56%	23	35%	53%	30	32%	50%	20	38%	49%	233	33%	50%
3½	6	2%	19%	3	2%	16%	0			4	4%	18%	1	2%	11%	14	2%	17%
4	56	17%	17%	20	12%	14%	11	17%	18%	13	14%	14%	5	9%	9%	105	15%	15%
4½	1			2	1%	1%	0			0			0			3		1%
5	0			0			1	2%	2%	0			0			1		
Total	337 (47% of 711)			161 (23% of 711)			66 (9% of 711)			94 (13% of 711)			53 (7% of 711)			711		
% of Grand Total		60%			66%			61%			69%			74%			63%	

Note: Only traditional science courses are counted. No "geography" or "vocational sciences," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*(45, etc.)=Number of high schools in each size group. (150-249, etc.)=range of 1955-56 high school enrollment in each size group.

**Grand total of freshmen coming from each size group.

TABLE 43

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

WOMEN

High School Units (Years) of Science	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	5	2%		2	2%		1			1			0			9	2%	
½	1		98%	0			0			0			0			1		98%
1	72	32%	97%	23	28%	98%	15			8			2			120	29%	98%
1½	28	12%	65%	3	4%	70%	0			1			0			32	8%	69%
2	65	29%	53%	32	39%	66%	20			17			15			149	36%	61%
2½	11	5%	24%	4	5%	28%	1			1			1			18	4%	25%
3	33	15%	20%	18	22%	23%	3			13			1			68	16%	20%
3½	2	1%	5%	0			1			0			0			3	1%	4%
4	9	4%	4%	1	1%	1%	2			1			0			13	3%	3%
4½	0			0			0			0			0			0		
5	0			0			0			0			0			0		
Total	226 (55% of 413)			83 (20% of 413)			43 (10% of 413)			42 (10% of 413)			19 (5% of 413)			413		
% of Grand Total		40%			34%			40%			31%			26%			37%	

Note: Only traditional science courses are counted. No "geography" or "vocational science," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*(45, etc.)=Number of high schools in each size group. (150-249, etc.)=range of 1955-56 high school enrollment in each size group.

**Grand total of freshmen coming from each size group.

TABLE 44

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of Science	Group I (16) Special* 563 students**			Group II (62) Over 250* 244 students**			Group III (45) 150 - 249* 109 students**			Group IV (83) 70 - 149* 136 students**			Group V (57) Below 70* 72 students**			Total (263 High Schools)* 1,124 students**		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	10	2%		3			2	2%		2	1%		0			17	2%	
½	4	1%	98%	0			0			2	1%	99%	0			6	1%	98%
1	110	20%	98%	46	19%	99%	24	22%	98%	17	13%	97%	5	7%		202	18%	98%
1½	55	10%	78%	4	2%	80%	1	1%	76%	3	2%	85%	0			63	6%	80%
2	149	26%	68%	76	31%	78%	38	35%	75%	45	33%	82%	39	55%	93%	347	31%	74%
2½	33	6%	42%	6	2%	47%	3	3%	40%	6	4%	49%	1	1%	39%	49	4%	44%
3	128	23%	36%	83	34%	45%	26	24%	38%	43	32%	45%	21	29%	38%	301	27%	39%
3½	8	1%	13%	3	1%	11%	1	1%	14%	4	3%	13%	1	1%	8%	17	2%	12%
4	65	12%	12%	21	9%	9%	13	12%	13%	14	10%	10%	5	7%	7%	118	11%	11%
4½	1			2	1%	1%	0			0			0			3		
5	0			0			1	1%	1%	0			0			1		
Total	563 (50% of 1124)			244 (22% of 1124)			109 (10% of 1124)			136 (12% of 1124)			72 (6% of 1124)			1124		

Note: Only traditional science courses are counted. No "geography" or "vocational sciences," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*(45, etc.)=Number of high schools in each size group. (150-249, etc.)=range of 1955-56 high school enrollment in each size group.

**Grand total of freshmen coming from each size group.

TABLE 45

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN

High School Units (Years) of Science	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education ** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	3	1%		5	1%		0			0			0			8	1%	
½	2	1%	99%	1		99%	0			2			0			5	1%	99%
1	38	12%	98%	38	11%	98%	3			3			0			82	12%	98%
1½	15	5%	86%	12	3%	87%	2			2			0			31	4%	87%
2	89	28%	81%	94	27%	84%	6			8			1			198	28%	82%
2½	15	5%	54%	10	3%	57%	4			1			1			31	4%	54%
3	103	33%	49%	116	33%	54%	4			1			9			233	33%	50%
3½	6	2%	15%	8	2%	21%	0			0			0			14	2%	17%
4	35	13%	13%	65	19%	19%	1			2			2			105	15%	15%
4½	1		1%	2	1%	1%	0			0			0			3		1%
5	1			0			0			0			0			1		
Total	308 (43% of 711)			351 (49% of 711)			20 (3% of 711)			19 (3% of 711)			13 (2% of 711)			711		
% of Grand Total		48%			98%			23%			68%			87%			63%	

Note: Only traditional science courses are counted. No "geography" or "vocational sciences," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 46

TABLE 46

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

WOMEN

High School Units (Years) of Science	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	8	2%		0			1	1%		0			0			9	2%	
½	0			0			1	1%	98%	0			0			1		98%
1	90	27%	98%	1			25	38%	97%	4			0			120	29%	98%
1½	22	7%	70%	0			8	12%	59%	2			0			32	8%	69%
2	125	38%	64%	5			15	23%	47%	2			2			149	36%	61%
2½	11	3%	26%	0			7	11%	24%	0			0			18	4%	25%
3	58	18%	22%	0			9	14%	14%	1			0			68	16%	20%
3½	3	1%	5%	0			0			0			0			3	1%	4%
4	13	4%	4%	0			0			0			0			13	3%	3%
4½	0			0			0			0			0			0		
5	0			0			0			0			0			0		
Total	330 (80% of 413)			6 (1% of 413)			66 (16% of 413)			9 (2% of 413)			2 (1% of 413)			413		
% of Grand Total		52%			2%			77%			32%			13%			37%	

Note: Only traditional science courses are counted. No "geography" or "vocational science," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 47

Units of High School Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Division in Which Enrolled

MEN AND WOMEN

High School Units (Years) of Science	College 638 students*			Engineering 357 students*			Fine Arts 86 students*			Education** 28 students*			Pharmacy 15 students*			Total 1,124 students*		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	11	2%		5	1%		1	1%		0			0			17	2%	
½	2		98%	1		99%	1	1%	99%	2			0			6	1%	98%
1	128	20%	98%	39	11%	98%	28	33%	98%	7			0			202	18%	98%
1½	37	6%	78%	12	3%	87%	10	12%	65%	4			0			63	6%	89%
2	212	33%	72%	101	28%	84%	21	24%	53%	10			3			347	31%	74%
2½	26	4%	39%	10	3%	56%	11	13%	29%	1			1			49	4%	44%
3	161	25%	35%	116	32%	53%	13	15%	16%	2			9			301	27%	39%
3½	9	1%	10%	8	2%	20%	0			0			0			17	2%	12%
4	50	8%	8%	63	18%	18%	1	1%	1%	2			2			118	11%	11%
4½	1			2	1%	1%	0			0			0			3		
5	1			0			0			0			0			1		
Total	638 (57% of 1124)			357 (32% of 1124)			86 (8% of 1124)			28 (3% of 1124)			15 (1% of 1124)			1124		

Note: Only traditional science courses are counted. No "geography" or "vocational science," etc., are included in the totals. General science, biological science, physics and chemistry are the usual sciences presented.

*Grand total of freshmen enrolled in each division.

**Only Physical Education majors enter the School of Education as freshmen. All others enroll in the College of Liberal Arts for their freshmen and sophomore years.

TABLE 48

High School Subject Credit in Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and Science Combinations

MEN

	Units of Credit in High School Science											Total	
	0	½	1	1½	2	2½	3	3½	4	4½	5	No.	%
Physics, Chemistry, General Science, Biology								10	95	1		106	15%
Physics, Chemistry, Biology						1	79	1	1			82	12%
Physics, Chemistry, General Science						15	52		2			69	10%
Physics, General Science, Biology						6	52					58	8%
General Science, Biology				9	45		1					55	8%
Chemistry, General Science, Biology						4	41					45	6%
Physics, Chemistry				1	37							38	5%
Chemistry, Biology				1	33	2						36	5%
Physics, Biology					34							34	5%
Biology Only		1	31		1							33	5%
Physics, General Science				6	27							33	5%
Chemistry, General Science				11	13		1					25	4%
Physics Only			22									22	3%
General Science Only		3	12	1	1							17	2%
Chemistry Only			15									15	2%
Chemistry, Biology, Physiology							4					4	1%
Physics, Chemistry, Biology, Physiology									2			2	
Physics, Chemistry, General Science, Biology, Physiology										2	1	3	
General Science, Botany					3							3	
Chemistry, General Science, Biology, Physiology							1	1	1			3	
Biology, Physiology				1	1							2	
Physics, Physiology				1	1							2	
Physics, Chemistry, General Science, Physiology								1	1			2	
General Science, Biology, Physiology						2						2	
Botany Only			2									2	
Botany and Biology					1							1	
Physiology Only		1										1	
Chemistry, General Science, Physiology								1				1	
General Science, Botany, Physiology							1					1	
Botany, Biology, Physiology							1					1	
Physics, Biology, Physiology						1						1	
Physics, Chemistry, General Science, Botany, Physiology									1			1	
Physics, Chemistry, Botany, Biology, Zoology									1			1	
Physics, Chemistry, General Science, Botany									1			1	
General Science, Physiology					1							1	
No Science	8											8	1%
Total	8	5	82	31	198	31	233	14	105	3	1	711	
% of Grand Total	1%	1%	12%	4%	28%	4%	33%	2%	15%				

TABLE 49

High School Subject Credit in Science Presented by 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 by Units of Credit and Science Combinations

WOMEN

	Units of Credit in High School Science										Total	
	0	½	1	1½	2	2½	3	3½	4	4½	5	No.	%
Biology Only		1	93		1							95	23%
General Science, Biology				21	66	1	2					90	22%
Chemistry, Biology				2	42	1	1					46	11%
Chemistry, General Science, Biology						12	32		1			45	11%
Chemistry, General Science				6	14							20	5%
Chemistry Only			19									19	5%
Physics, Chemistry, Biology							11					11	3%
Chemistry, Biology, Physiology					1	3	6					10	2%
Physics, Chemistry, General Science, Biology							2	2	6			10	2%
Biology, Physiology			1	1	6							8	2%
Physics, General Science					7							7	2%
Physics, Chemistry, General Science							5					5	1%
General Science, Botany					5							5	1%
Chemistry, General Science, Biology, Physiology								1	4			5	1%
Physics, General Science, Biology							4					4	1%
Physics, Chemistry			1		3							4	1%
General Science Only			2		1							3	1%
Botany Only			3									3	1%
Physics, Biology					2							2	1%
General Science, Biology, Physiology							2					2	1%
Chemistry, General Science, Physiology							2					2	1%
Chemistry, General Science, Botany							1		1			2	1%
Physics, General Science, Physiology					1							1	
Physiology Only			1									1	
Physics, General Science, Biolgoy, Physiology									1			1	
Biology, Astronomy				1								1	
Chemistry, Physiology				1								1	
Chemistry, Biology, Geology						1						1	
No Science	9											9	2%
Total	9	1	120	32	149	18	68	3	13			413	
% of Grand Total	2%		29%	8%	36%	4%	16%	1%	3%				

TABLE 50

Number of 1124 Incoming Freshmen from Kansas High Schools to the University of Kansas in September 1956 Who Presented Units of Credit in Various Science Areas

Men 263 High Schools 711 Men			Women 263 High Schools 413 Women			Total 263 High Schools 1124 Students		
Course	No.	%	Course	No.	%	Course	No.	%
Biology	469	66%	Biology	331	80%	Biology	800	71%
Physics	455	64%	General Science	202	49%	General Science	628	56%
Chemistry	434	61%	Chemistry	181	44%	Chemistry	615	55%
General Science	426	60%	Physics	45	11%	Physics	500	45%
Physiology	27	4%	Physiology	31	8%	Physiology	58	5%
Botany	11	2%	Botany	10	2%	Botany	21	2%
Zoology	1		Astronomy	1		Astronomy	1	
Astronomy	0		Geology	1		Geology	1	
Geology	0		Zoology	0		Zoology	1	
No Science	8	1%	No Science	9	2%	No Science	17	2%

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Vol. 3, No. 3, *A Summary Report to the North Central High Schools of Kansas on Criterion 5: School Plant and Equipment,* by Kenneth E. Anderson, with an addendum: "Acoustical Considerations of School Buildings," by James E. Nickerson. April, 1953, 24 p.

Vol. 4, No. 1, *A Summary Report to the North Central High Schools of Kansas on Criterion 3: School Staff,* by Herbert A. Smith and Kenneth E. Anderson. April, 1954, 24 p.

Vol. 4, No. 2, *Body Measurements of Male Students Entering the University of Kansas,* by Edwin R. Elbel. May, 1954, 24 p.

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Vol. 5, No. 1, *Fundamentals for Children in our Time in Art, Music, Science, Arithmetic, Social Studies, Physical Education, the English Language Arts.* October, 1954, 36 p.

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Vol. 8, No. 2, *Education for Democracy,* by Ernest E. Bayles. May, 1958, 32 p.

Vol. 9, No. 1, *Let's Look at the Record! The High School Preparation of 1124 University of Kansas Freshmen,* by George B. Smith. September, 1958, 71 p.